



PROJECT MANAGEMENT MENTORING IN THE STATE OF MICHIGAN



“Fostering growth, two people at a time”



**Michigan Department of Information Technology
Project Management Resource Center**

August 2004

Project Management Mentoring in the State of Michigan

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Mentoring Overview

The key to the future of effective and efficient government will be derived from the skills of the workforce. As new technologies are introduced, as state employees strive to better serve the citizens, the question becomes, “How will we develop our employees in order to better serve the citizens?”

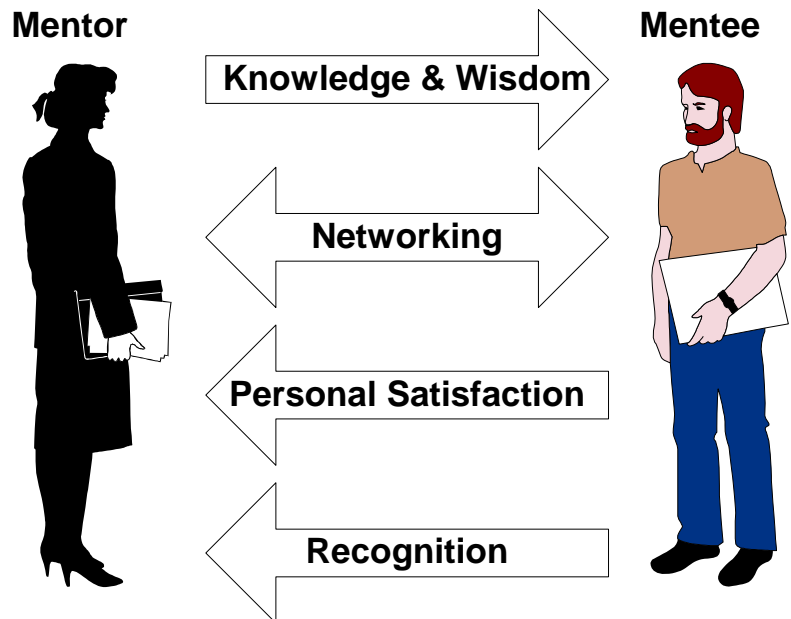
The answer to the question of employee development will be supported through a process called mentoring.

Mentoring Defined

Mentoring is that facilitative process of guiding and encouraging the transfer of knowledge, skills, and techniques from one to another.

Mentoring Benefits

Traditionally, mentoring is thought of as a one-to-one type of relationship. In this process, the mentor facilitates the use of their ‘greater’ knowledge, expertise, and experience to assist the mentee (the individual being mentored) in developing their own skills.



Mentoring programs answer these needs through employee development, and they thus bring significant added value to organizational efforts. Mentoring programs can benefit both the organization and the individual through various facets such as:

Organizational Benefits

- Increased productivity
- Orientation of new staff
- Development of management leaders
- Establishment and support of an organizational learning philosophy
- Enhanced communications and understanding
- Improved efficiency of conducting project management

Individual Benefits

- Reduced burnout
- Enhanced self-esteem

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Project Management Defined

- Facilitation in the acquisition of skills and knowledge
- Improved promotional opportunities

In today's dollars, it is estimated that replacing an experienced employee with training and development, over a three-year period, costs roughly \$150,000. Transposing this phenomenon to the State of Michigan means a definite impact in lost efficiency at work, missed deadlines, poor quality results, and overrun budgets. So when one asks, "Why Is Mentoring the Solution?", it becomes apparent that mentoring is a means through which we can significantly influence organizational viability and forward movement.

Additionally, the fact that many state improvement efforts are initiated and developed through means of conducting projects, then it would conclude that the state should invest in a mentoring program for project management.

The Goals of Mentoring

Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements. (PMBOK®, 2000)

The goals of mentoring in the Michigan Department of Information Technology (DIT), and especially those in project management, are briefly mentioned as follows:

- Transfer Skills
- Improve Networking
- Increase PM Knowledge in DIT
- Increase the Success of Projects

So, you want to be a mentor?

Mentoring is one of the most effective means of accomplishing perpetual innovation and learning. To be a part of that allows one to be an integral part in the development and growth of an individual who seeks our help. Think of some of the individuals whom have had a significant influence in our lives, and now we have the same opportunity to "pass it forward."

At the heart of mentoring is an issue of credibility. An individual's character and trustworthiness are the underpinnings to a strong and rewarding mentoring relationship. This credibility, no doubt, has been a direct result of our own leadership and effectiveness in some realm of life or work. The competencies of being a mentor are already founded by our own continual learning, by our constant taking in of new information, by our efforts in seeking additional training to supplement personal skills and knowledge, and through our discovery of a realization that the more we know the more we realize we need to know.

Skills of a Mentor

The mentoring partnership is a relationship. And similar to any relationship, sometimes there is a need to provide insight, sometimes there is a distinct need to only listen, and sometimes, owing to the fact that not everyone possess all knowledge, the mentoring relationship is a journey of discovery of this knowledge.

Of the many skills encountered in life, a few have been identified as crucial to becoming an effective mentor:

- Social skills – one who can provide guidance and grasps situations with emotional intelligence.

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- Integrity – someone who is fair-minded and ethical in dealing with others.
- Trust – mutual respect and acknowledgement of the varying experiences of others.
- Knowledge – information in the area of the mentoring.
- Perspective – an understanding of the bigger picture and how the puzzle pieces fit together.
- Passion – enthusiasm for the growth and development of others.
- Confidence – a belief that others can, and will, grow.

The Mentoring Process

In its earliest days of inception, the art of mentoring was primarily the practice of pairing a less-experienced person (mentee) with a seasoned guide (mentor) for growth and development. In the case of business settings over recent decades, this has typically meant selecting and pairing a stronger, more senior, individual with a less experienced person. However, in today's rapidly changing world, the ability of a more senior, 'stronger' manager is all but gone. A historical perspective of earlier mentoring practices resulted in one-sided learning experiences for the mentee. As such, a broad-based learning viewpoint was never really considered. And in light of the current day compendium of knowledge and perspective from which to reflect and learn, mentoring is best approached as an interactive arrangement in which both mentor and mentee stand something to gain.

Approach

The mentoring process adopted by DIT for project management is a purely volunteer process, both on the part of the mentor and on the part of the mentee. Mandatory mentoring programs give neither the mentor nor the mentee an opportunity to accept, and be committed to, a learning relationship with another person...remind you of a shotgun wedding? In the DIT program, not only will mentors be recommended but they must willingly accept the new role in which they are to embark. These ingredients ensure a willingness to participate, a maturity to implement, and a capacity to assume a role that includes acknowledged expertise in their chosen field.

Participants

Mentors will be sought out that have attained a maturity to develop others. In this capacity, mentors need to be available, accessible, interested, and be capable of rendering mutual respect. Additionally, mentors will need to understand the expectations regarding the process of mentoring—time, energy, patience, adult learning characteristics, resilience to change, and conflict resolution skills, to name a few. The mentor will also be capable of knowing when and how to terminate the mentoring relationship, if necessary or desired. The mentee has the option of selecting a prospective mentoring partner from outside state government.

On the other hand, mentees will be assessed for a maturity level that would enable them to further develop their skills and experiences. Like the mentor requirements mentioned previously, the mentee must be available, accessible, maintain interest, and enact mutual respect. It is also suggested that the mentee establish goals of the mentor-mentee relationship at the outset.

The Process



Although there are numerous forms from which mentoring can take place (e.g., One-to-one, Mentoring Hubs, Cross-functional/-departmental/-industry/-generational/-gender), the current DIT program will be supporting a formal, one-on-one type of relationship.

The mentoring enrollment process will follow a road for both the mentor and the mentee, as seen in the summarized process flow shown on the next page (detailed processes shown in Appendices). This process is divided into various sections, with roles and responsibilities for each.

- Mentor – this is the individual who is both nominated and requests to become a guide in a specific area of project management expertise.
- Mentee – this is the individual who both requests and is accepted as one who will be mentored.

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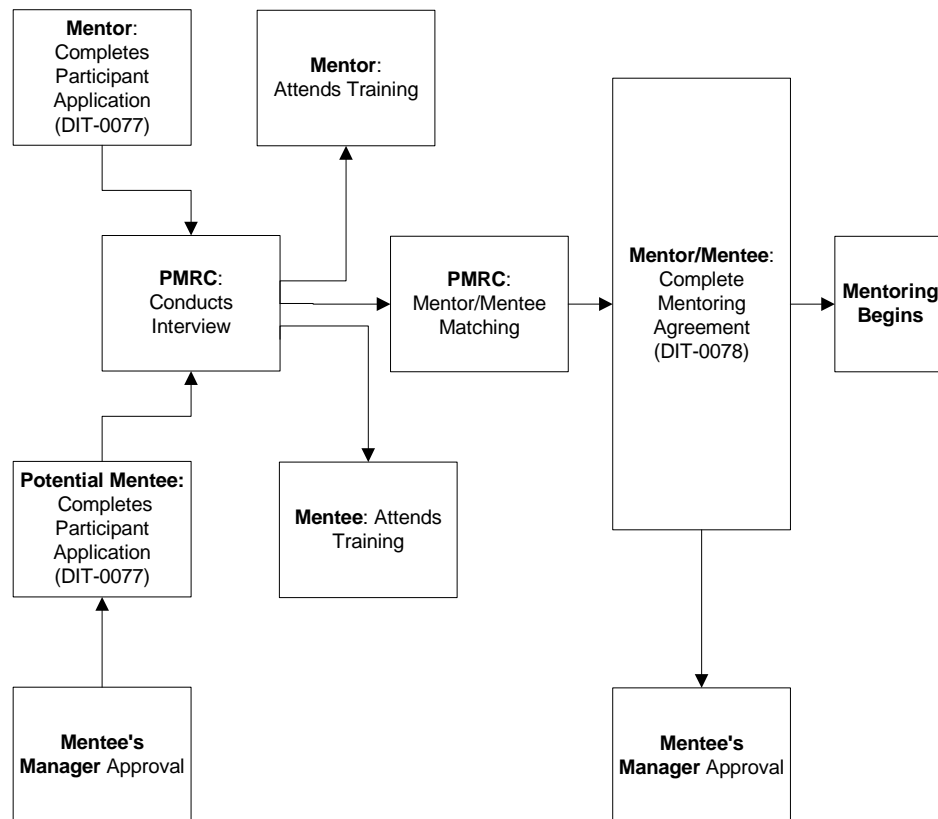
- Mentee's Manager – this is the person who must acknowledge and approve the mentee's time, in a work setting, to initiate and pursue a formal mentoring relationship within the discipline of project management.
- Mentor's Manager – this is the person who must acknowledge and approve the mentor's time, in a work setting, to participate in a formal mentoring relationship within the discipline of project management.
- Project Management Resource Center (PMRC) – this is the group in the DIT organization that is responsible for managing the mentoring program within the context of project management.
- Artifacts – the supporting documents that will be used in the mentoring program to handle requests, surveys, and feedback.

Expectations

- Mentoring will be used as training medium for enhancing PM skills.
- Expectations need to be discussed, understood, and agreed to up front.

Responsibilities of the project mentoring process include:

- Communication
- Keeping the Sessions Focused
- Establish Trust and Business Relationship
- Confidentiality



Mentoring Enrollment Process
(See Appendices for detailed flow diagram)

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Enrollment Process

When a prospective mentor or mentee is interested in taking part in the State of Michigan Project Management Mentoring Program, the first step is to review the Project Management Support Services website located at the following address: www.michigan.gov/ditprojectmanagement. On the Training and Education page, follow the link to the PM Mentoring Program website. This site has the PM Mentoring Guidebook, as well as links to all of the applicable forms.

Mentoring Participant Application

Before a person is admitted to the PM Mentoring Program, they must complete a Mentor Participant Application (DIT-0077), available on the above referenced website (see sample in the Appendices). This form contains the following information:

- Name and work location
- Mentor or Mentee?
- High level desired goals of the mentoring relationship
- Areas of Focus
- Previous knowledge, training, and experience in project management
- Other info to help with the partner selection process
- Signatures (including manager approval)

The “Areas of Focus” section will greatly assist the PMRC with matching mentors with mentees. For prospective mentors, it is advised to include all areas that you feel you have seasoned knowledge of the subject matter. The prospective mentor must be confident that they will be able to transfer portions of this knowledge on to other project managers. For prospective mentees, the PMRC is requesting up to three areas where they would like to increase their knowledge/understanding. This information, along with other information on the application form and the PMRC Interview (see below) will allow the PMRC to more accurately match a mentor with a mentee.

This form, once completed, is to be sent to the PMRC for processing at:
Project Management Resource Center
c/o PM Mentoring Administrator
111 S. Capital, (Romney Building, 4th Floor)
Lansing, MI 48913

The PMRC will review the application, then will set up and conduct an interview, prior to making a recommendation for acceptance into the PM Mentoring Program.

As a note of interest, participants in the Project Manager Intermediate Certification Program will be given priority for acceptance into the PM Mentoring Program as mentees.

PMRC Interview

Upon receipt of the Mentor Participant Application, an interview will be set up between the applicant and the PMRC to determine in more detail what the mentor/mentee expects to gain from the program.

This interview, which will be informal in nature, will help ensure that the participant will benefit as a result of participation in the mentoring program. The interview will also greatly help in the matching process, thus increasing the likelihood of a successful mentoring relationship. If the applicant already has a mentoring partner selected, the interview is the time to inform the PMRC of this fact.

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Within five business days after the interview, the PMRC will notify the applicant as to whether they have been accepted into the PM Mentoring Program.

Mentoring Training

There will be a two-hour training session scheduled upon acceptance into the PM Mentoring Program. Mentor and mentee training sessions will be similar in nature, but will emphasize different aspects of the mentoring partnership. These training sessions are scheduled monthly, or as needed to accommodate the number of applicants accepted into the program.

The training will address typical mentoring issues: the proper format to ask follow up questions; mentoring meeting structure, duration, frequency, etc.

Mentor/Mentee Matching Process

The PMRC will take the information supplied on the mentoring program application in conjunction with the PMRC Interview to assist in partnering a mentor with a compatible mentee. This process will not apply if a mentoring partnership has already been established (is identified on the Mentoring Participation Application and confirmed during the interview).

Once a tentative match is determined, the PMRC will first contact the mentor for concurrence. If there are no known issues with mentee compatibility or availability on the part of the mentor, the mentee will be notified of the proposed mentor for their concurrence.

Mentor/Mentee Meeting and the Mentoring Partnership Agreement

Prior to this meeting, the mentoring partners will complete their portion of the Mentoring Agreement (DIT-0078). The mentor and mentee will then meet to discuss the goals and objectives of both individuals for the impending mentoring relationship. At this meeting they will discuss and validate that a constructive mentoring relationship is possible.

Before any mentoring relationship begins, a formal signing of the Mentoring Agreement will be undertaken. This agreement will contain the following key elements (see sample in the Appendices):

- Define expected goals of the mentee AND the mentor.
- Decide on the expected length of time for the mentoring relationship.
- Establish frequency of meetings and/or correspondence.
- Determine expected length of each meeting.
- Establish how to terminate an unproductive mentoring relationship.
- Agree upon where and when the participants can be contacted.

Note: While trying to define goals, both for the mentor and the mentee, adhere to best practices of goal setting. That is, be specific, define them in a measurable way, ensure they are realistic, and consider the time established for the mentoring partnership.

Following this meeting, the mentee's manager must approve the mentoring relationship, evaluating factors such as length of the mentoring relationship, mentoring meeting frequency and duration, and anything else that may have affect the mentee's workload.

Once the Mentoring Agreement is approved and a copy sent to the PMRC, the mentoring relationship will begin, meetings will be scheduled, and mentee development will start.



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Mentoring Process

The figure below depicts a typical mentoring session once the mentoring process has been initiated. The overall success of the program relies on an open and honest mentoring relationship with constant feedback on how to continuously improve.



Status Reporting Requirement

To ensure that all mentor/mentee relationships are moving forward and that any issues that arise are being resolved in a timely fashion, the PMRC requires, as part of participation in the PM Mentoring Program, that both the mentor and mentee complete a monthly mentoring status report (DIT-0079). This report can be sent to:

Project Management Resource Center
c/o PM Mentoring Administrator
111 S. Capital, (Romney Building, 4th Floor)
Lansing, MI 48913

The completed Mentoring Status Report can also be sent to the PMRC email address at DIT-ProjectManagement@Michigan.gov.

Upon arrival, the PMRC will review the status report, looking to make sure that progress is being made in the mentoring relationship. PMRC will also look for any issues that are (or may be) affecting the mentoring relationship.

If there are issues that need addressing, the PMRC will initiate corrective actions in an effort to assist the mentor and/or mentee with bringing the mentoring relationship back on track. If the Mentoring Status Report indicates the desire to end the mentoring relationship, PMRC will facilitate closure of the relationship.

Periodic Mentoring Group Discussion Forums

The PMRC will coordinate periodic discussion forums for current participants in the mentoring program. These forums will consist of facilitated topical discussions related to current project management issues of the day, as well as mentoring program related topics.

The PMRC will have predetermined topics, but will encourage topics from the forum attendees as to make discussions more just-in-time. These forums will be two-hours in length, with off-line discussions encouraged after the forum has concluded.

The PMRC will send out appointments to all eligible parties a minimum of three weeks in advance of the scheduled forums.

Mentoring Early-Out Request

The mentoring early-out request can be initiated in several ways. As mentioned above, if the Mentoring Status Report indicates a desire to terminate the mentoring relationship, the PMRC will initiate the process.

The Early-Out request may also come in the form of an email sent to the PMRC at DIT-ProjectManagement@Michigan.gov. Please include a high-level reason for wanting to terminate the mentoring relationship. Typical reasons include, but are not limited to:

- Incompatibility between mentoring partners
- Unanticipated increase in workload
- Inability to schedule mentoring sessions
- Other factors that are preventing a healthy mentoring relationship from taking place.

The PMRC may attempt to get the mentoring effort back on track if it is felt that there may be a chance of revitalizing the mentoring relationship.

The PMRC will send notification to both parties stating the need to terminate the relationship. As a follow-on to this notification, the PMRC will send both parties a Mentoring Closeout Survey. The PMRC will note on the closeout survey that this is an early termination situation, and will take that information into consideration during review of the closeout survey.

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Closeout/Transition Process

Once both the mentor and mentee feel that they have achieved the goals and objectives of what they originally set out to accomplish as part of the mentoring relationship, the mentoring process enters the closeout and transition phase. The mentee will notify the PMRC that the mentoring process is complete. Upon receipt of this notification, the PMRC will initiate the closing process by sending both the mentee and the mentor a closeout survey.

Mentoring Program Closeout Survey

Upon completion of the mentoring relationship, the PMRC will send a Mentoring Closeout Survey (DIT-0080) to both the mentor and mentee. This survey document will take approximately 15 to 30 minutes to complete. The PMRC will follow up with the mentor/mentee within 10 business days, as a reminder, if the closeout survey has not been returned.

This data will remain anonymous, and will help to continuously improve the PM Mentoring Program. The data will also be used to evaluate the mentee as a possible future mentor candidate; evaluate the capabilities and successfulness of the mentor, and aid in the continual improvement of the mentoring training materials. The closeout survey will also assist in improving the quality of the periodic mentoring group discussion forums.

The Mentoring Closeout Survey can be sent to:
Project Management Resource Center
c/o PM Mentoring Administrator
111 S. Capital, (Romney Building, 4th Floor)
Lansing, MI 48913

The completed Mentoring Status Report can also be sent to the PMRC email address at DIT-ProjectManagement@Michigan.gov.

Mentoring Transition

Effective mentoring partnerships are rich and engaging. But, all such partnerships must reach a conclusion. As mentors, it is our duties to ensure we don't make the partnership an unrelenting regret.

This time of conclusion should be used as a tool for growth. It should be a time for celebration. And, that celebration should mark the end of the mentoring relationship. Celebration is a rite of passage and it symbolizes closure and a moving on to the next learning plateau. At this point, the mentee needs the mentor's blessing more than their brilliance.

A quick route to delivering a message of dependence is to follow up with the mentee too soon after the mentoring relationship has been concluded. It is recommended that at least a couple of weeks transpire before contacting the mentee. This is a time of 'incubation' wherein the mentee has time to reflect on the tasks and discussions encountered during the partnership.

As important as rapport building is in the beginning, so too is the adjournment as equally important in the end. Mark this time with a visible expression of achievement and happiness.

Mentoring Tips and Techniques

Suggested Mentoring Timeframes

The days of “take your time” are over. The world is so rapidly changing that there is barely enough time to make time. However, in the case of mentoring, the philosophy of take your time is of utmost importance. Therein lies the paradox. Taking your time is the business curse; moving too fast is the curse of learning.

Any discussion about learning in today’s business world must be a balance of time. It is suggested that a meaningful mentoring program should be between 3 to 6 months. This will be the minimum requirement for completion of the Intermediate Project Management Certification Program.

Suggested Mentoring Meeting Frequency and Duration

Meeting frequency and duration share the same paradoxical situation as the timeframes mentioned previously.

The frequency of the mentoring meeting cannot happen in a void. The commitment required by the PM Mentoring Program is recommended that the mentoring meetings take place once every two to three weeks.

The duration of the mentoring meeting is prescribed to be no less than a normal classroom-learning environment, approximately one hour.

Traps

Sometimes, as imperfect humans, mentors are destined to fall into traps that detrimentally interfere with the mentoring focus. These traps can be categorized into three main themes:

- 1) Criticizing
- 2) Giving advice
- 3) Rescuing

Criticizing, quite simply, can place the mentee in a defensive posture. Criticizing also does not allow the mentee the opportunity to develop skills of their own while coping with specific issues and concerns.

Giving advice implies that the mentors are the experts. In today’s world there is so much knowledge to learn, and there are so many environments in which to enrich one’s experiences. If the mentor is the so-called expert then the mentee is left biased toward the mentor’s viewpoint (a rather selfish learning approach).

Rescuing translates into the fact that the mentors have not assisted the mentee in developing proficiencies in learning how to ‘fish’ for themselves. The mentors have merely caught the fish for them, and essentially, they could not survive without us. That is placing a rather strong, assertive responsibility on the shoulders of the mentee--to always seek out the mentor when needs arise. It also strains the relationship between the mentor and the mentee by placing the burden always on the mentor to ‘rescue’. Mentoring necessitates establishing latitude for error; and this is the ‘dimension’ where the mentee develops skills, judgment, and experience.

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Guidance

The acceptance of a mentor, on the part of the mentee, should be a careful and developmental choice. If the mentee accepts a mentor who tells them exactly what they hope to hear, then development may be slow. On the other hand, a personal relationship will eventually be established with the mentor, so acceptance of the mentor should take into consideration those compatibility requisites that can potentially lead to a strong mentor-mentee relationship.

The agreement of a mentor to 'accept' a mentee is of utmost importance as well. Taken lightly, the relationship is inclined to be limited in learning. In this instance, the relationship will be difficult as consideration for the key learning elements will be overlooked and the entire mentoring experience might 'sour the taste' for both partners. Additionally, it is not uncommon for the mentee to enter into the relationship with prior history or with pre-conceived notions of exactly how the partnership will transpire. Being a mentor requires a commitment to patience and guidance for the benefit of the mentee.

Questions

The process of mentoring can take on many forms. The PMRC recommends that a Socratic approach (questioning) be the prime manner in which development takes place. (See questions at the end of this Guide Book as presented by Lacey.) How to ask questions, especially if one is looking to focus on the mentee development process, may not be a natural action for the majority of us. Accordingly, Chip Bell has suggested a simple sequence that may provide a starting point:

- Start with a setup statement:
Mentor: "Julie, you've been working for about eight weeks now on the [Agency] review."
Mentee: "That's right, I've had to put in some long hours on it."
Mentor: "What have you learned about the project that you didn't expect to learn?"
- Ask questions that require higher-level thinking.
- Avoid questions that begin with why.
- Use curiosity to stimulate curiosity.

The metamorphosis of mentoring (experience of change and growth) comes when the mentee experiences the learning process that leaves them with new insight. In Dante's *Divine Comedy*, Virgil (a supreme mentor) comes to Dante to lead him through a path to light. Virgil's process encompasses "engendering trust, issuing a challenge, providing encouragement, and offering a vision." And as all these attributes are necessary, the 'prime objective' (Star Trek kickback) always remains that of helping the mentee grow and develop, not to 'expose' how much the mentee doesn't know.

Practical Applications

The practical applications with regard to the State of Michigan Project Management Methodology are numerous. The charge of a project mentor is to help guide the mentee to the right information and then help them to form their own ideas, best practices, and processes as to how the methodology and templates fit their project efforts. It is OK to answer questions as to how we may have done things on a prior project. But in as much as each project is unique (by definition), it is the phases, the Project Management

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Methodology (PMM) described processes, and the set of advocated templates that will help the mentee to develop their own set of project stratagems and 'rhythms'.

As the PMM describes, the phases are the framework to create the 'umbrella' by which the methodology works. These phases are described as Initiation, Planning, Execution, Control (Execution and Control could quite possibly be considered one), and Closeout. Below are some questions that may be integrated into the mentoring process of the state methodology:

- **INITIATION**
 - How did this project arise?
 - Is there a clear need?
 - Does this fit into the agency's business?
 - Do the agency's business processes support this project?
 - Can this tie into other on-going projects?
 - Is there anything in the methodology that could help us better define the project's performance measures?
 - Is this an IT related project?
 - Is there an established budget?
 - Are there resources allocated to the project?
 - Is there a Sponsor for this project?
 - Is the Sponsor active in the project?
- **PLANNING**
 - How important/significant are these plans to the project?
 - What specific concerns will these plans address?
 - How will these plans help to offset issues that have not yet been thought of?
 - Do the plans adequately cover the scope of the project?
 - Are all the stakeholders, customers, and project team members in agreement concerning the project scope?
 - How does this plan answer some of the inherent risks of the project?
 - Does the project schedule support the initial timeline?
 - Are there enough resources allocated to meet the project timeline?
 - Does the budget estimate meet the original budget estimate?
 - Did the appropriate stakeholders determine and approve the requirements?
- **EXECUTION & CONTROL**
 - How have you handled reporting the project status?
 - Do you find that management requires the same reports as the project team?
 - Have you had to integrate any change control methods?
 - Are you keeping a running list of issues?
 - How do you resolve issues?
 - Are you being overwhelmed by the amount of tasks to be accomplished?
 - Are scope/schedule/cost continually increasing?
 - Do you find that you could use full a time Administrative Assistant?...me too!

- CLOSEOUT
 - How are you feeling now that you have completed this project?
 - Have you documented your successes to help the next project team learn?
 - Do you think it is necessary to delineate lessons learned?
 - How did you handle changing scope during the project?

The questions annotated above are but a few of the ways the mentor can help develop the mentee during the course of project activities. Again, the focus of mentoring is to develop the mentee in the skills of project management.

Ending the Mentor/Mentee Relationship

The success of the mentoring experience depends directly on the strength of the relationship. This is true whether a formal or informal mentoring structure has been established. Accordingly, it is of paramount importance that both the mentor and the mentee be specific in the nature of what will constitute the termination of the mentoring relationship. That is, it must be determined whether the mentoring relationship has come full term (spanned the original duration), or it is decided upon to end the relationship early. Criteria should be clear for both partners in the experience. As such, some suggestions for criteria may be stated as follows:

- The duration of the relationship is complete.
- The mentee states that he/she is not developing in the desired direction.
- The mentor states that he/she does not have the expertise to further help the mentee.

This is a crucial element in the mentoring process. When the agreed upon mentoring duration is completed, the mentor and mentee will need to bring closure to the process. This should happen whether the relationship is in an amicable state or not. From this point it may also be mutually agreed upon as to whether the relationship will continue or not. By ‘honoring’ this milestone, the mentor and the mentee can agree upon the successes achieved and the lessons learned during the relationship. Accordingly, if it is agreed upon that the relationship will continue then new expectations may be established, either formally through PMRC, or informally on their own.

The Transition

The mentoring relationship is a sacred bond. It is the connecting cornerstone whereby learning and trust and friendship facilitate the process through which growth is achieved. The act of sharing ideas and thoughts with others is an act of care. And while it is evolutionary in the nature of development, it can more easily disappear. As in any meaningful relationship, the bond requires nurturing. Unattended it lacks depth and significance in its meaning. And without meaning, the learning experience becomes as mundane as rote memorization. “For more than any other factor, it is the partnership of [mentor] and [mentee] that finally determines the value of an education. In the nurturing of that partnership lies the mentor’s art” (Daloiz, 1999).

Well wishes for a prosperous mentoring journey!

APPENDICIES

Mentoring Process Flows

Mentor Participant Application (DIT-0077)

Mentoring Partnership Agreement (DIT-0078)

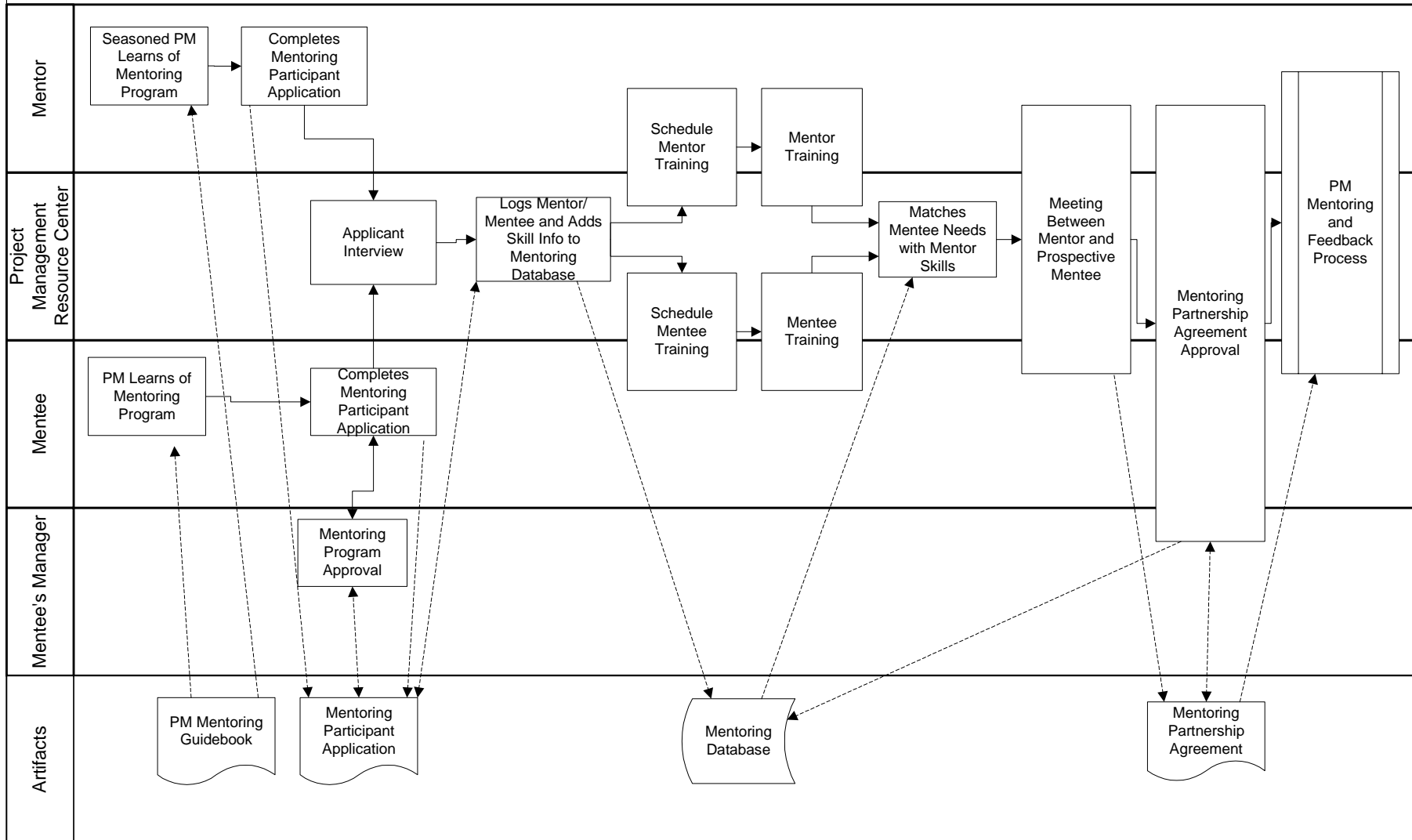
Mentoring Status Report (DIT-0079)

Mentoring Closeout Survey (DIT-0080)

References

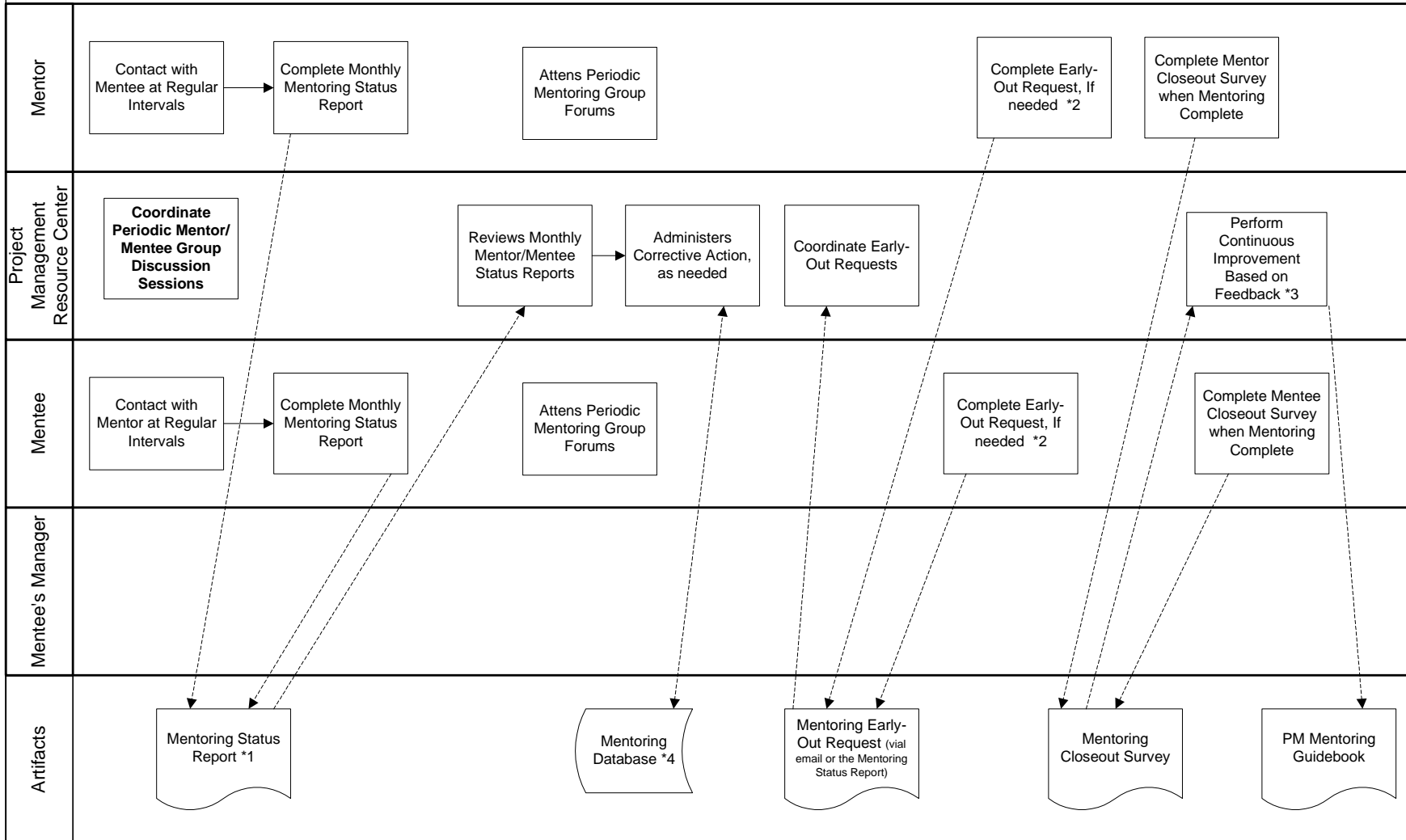
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PM Mentoring Enrollment Process Flow



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PM Mentoring and Closeout/Transition Process Flow



*1: Evaluating the Mentor/Mentee as well as the Mentoring Program

*2: Due to incompatibility between Mentor and Mentee, or other unforeseen reasons

*3: Includes validating the effectiveness of the PM Mentors currently in the Program

*4: Mentoring Database updated as needed

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MENTORING PARTICIPANT APPLICATION

Michigan Department of Information Technology

1. Name	2. Telephone Number ()	3. Email Address
4. Office / Division / Section / Unit		
5. Work location mailing address		City State Zip
6. Enrollment for:		
a. <input type="checkbox"/> Mentor	b. <input type="checkbox"/> Mentee <i>(If checked, complete 6c.)</i>	c. Currently enrolled in DIT Project Manager Intermediate Certification Program
7. Indicate your high-level goals for the desired mentoring relationship		
8. AREAS OF FOCUS PMBOK Areas <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Communications Management</div> <div style="width: 33%;"><input type="checkbox"/> Quality Management</div> <div style="width: 33%;"><input type="checkbox"/> Risk Management</div> <div style="width: 33%;"><input type="checkbox"/> Human Resource Management</div> <div style="width: 33%;"><input type="checkbox"/> Time / Schedule Management</div> <div style="width: 33%;"><input type="checkbox"/> Cost Management</div> <div style="width: 33%;"><input type="checkbox"/> Procurement Management</div> <div style="width: 33%;"><input type="checkbox"/> Integration Management</div> <div style="width: 33%;"><input type="checkbox"/> Scope Management</div> <div style="width: 33%;"><input type="checkbox"/> Ethics / Professional Responsibility</div> </div> SOM Specific <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> PM Methodology Mechanics</div> <div style="width: 33%;"><input type="checkbox"/> Project Chartering Concepts</div> <div style="width: 33%;"><input type="checkbox"/> Requirements Definition</div> <div style="width: 33%;"><input type="checkbox"/> State Budgeting Concepts</div> <div style="width: 33%;"><input type="checkbox"/> Risk / Issue Management</div> <div style="width: 33%;"><input type="checkbox"/> Procurement / Contracting</div> <div style="width: 33%;"><input type="checkbox"/> Sponsor Relations</div> <div style="width: 33%;"><input type="checkbox"/> Political Implications</div> <div style="width: 33%;"><input type="checkbox"/> PM Tool Usage</div> </div> PM Soft Skills <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Matrix Management</div> <div style="width: 33%;"><input type="checkbox"/> Team Building</div> <div style="width: 33%;"><input type="checkbox"/> Negotiation</div> <div style="width: 33%;"><input type="checkbox"/> Delegation</div> <div style="width: 33%;"><input type="checkbox"/> Leadership</div> <div style="width: 33%;"><input type="checkbox"/> Sponsor Relations</div> <div style="width: 33%;"><input type="checkbox"/> Client / Customer Relations</div> <div style="width: 33%;"><input type="checkbox"/> Team Motivation</div> </div> Other <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> _____</div> <div style="width: 33%;"><input type="checkbox"/> _____</div> <div style="width: 33%;"><input type="checkbox"/> _____</div> </div>		
9. Describe your level of knowledge, training and experience in the field of project management		
10. What are some of your interests / hobbies?		
11. What do you consider to be your strengths and / or weaknesses in managing people, processes and / or technology?		
12. What are your individual professional objectives for the next several years?		
As a mentoring program participant, I agree to adhere to the project manager mentoring program guidelines and to make a good faith effort to foster a professional working relationship.		
Applicant Signature	Date	
Supervisor Approval Signature	Date	
Project Management Resource Center Signature	Date	

Project Management Mentoring in the State of Michigan

MENTORING PARTNERSHIP AGREEMENT

Michigan Department of Information Technology

1. Mentee Name	2. Telephone Number ()	3. Email Address	4. Contact Times
5. Mentor Name	6. Telephone Number ()	7. Email Addresws	8. Contact Times
9. Expected Goals a. Mentee b. Mentor			
10. Expected Partnership Duration			
11. Meeting / Correspondence Frequency			
12. Expected Length of Meeting			
13. Closure / Termination Process (Successful or Unsuccessful) a. Mentee b. Mentor			
14. Communications a. Mentee b. Mentor			
Mentor Signature			Date
Mentee Signature			Date

Project Management Mentoring in the State of Michigan

MENTORING STATUS REPORT

Michigan Department of Information Technology

1. Name	2. Telephone Number ()	3. Email Address
4. Mentoring Partner Name	5. Telephone Number ()	6. Partner Email Address
7. Reporting Period	8. Mentoring Initiative on Track <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(If No, explain below)</i>	
8a. Explanation		
9. Current Activity Status		
10. Significant Accomplishments for Current Period		
11. Current or Potential Issues <i>(roadblocks that may be inhibiting the mentoring relationship)</i>		
12. Outstanding Issues from Previous Periods		
13. Additional Comments		

Project Management Mentoring in the State of Michigan

MENTORING CLOSEOUT SURVEY

Michigan Department of Information Technology

1. Name		2. Telephone Number ()
3. Mentoring Partner Name		4. Telephone Number ()
5. Mentoring Period to	6. Number of group mentoring forums attended	
7. Explain why you feel the mentoring relationship helped develop additional mentoring skills		
8. Explain why you feel there was a good match between you and your mentoring partner		
9. Identify the other benefits you received from the mentoring partnership		
10. Detail your experiences with the Group Mentoring Forums, including what went well and what improvements you would recommend		
11. Explain how the Mentoring Guidebook and the Mentoring Training did adequately prepare you for the mentoring experience		
12. Explain how the Project Management Resource Center did an adequate job of administering the PM Mentoring Program		
13. State additional recommendation you have for improving the PM Mentoring Program		
14. Additional Comments		

Project Management Mentoring in the State of Michigan

References

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